



MANLEY PARK

PRIMARY SCHOOL

G R O W I N G T O G E T H E R

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

Delivering the National Curriculum

Aims - The national curriculum for Languages aims to ensure that all pupils:

- *understand and respond to spoken and written language from a variety of authentic sources*
- *speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation*
- *Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt*
- *Discover and develop an appreciation of a range of writing in the language studied*

	<i>Understand and respond to spoken and written language from a variety of authentic sources</i>	<i>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</i>	<i>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</i>	<i>Discover and develop an appreciation of a range of writing in the language studied</i>
Year 3	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p>	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p>Speak aloud familiar words or short</p>	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>

	<p>Read aloud familiar words or short phrases in chorus.</p>	<p>phrases in chorus.</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>		
Year 4	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p> <p>Accurately read and understand familiar written words, phrases and short sentences</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>Introduce and use the negative form.</p>	<p>Follow a text accurately whilst listening to it being read.</p> <p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>

Year 5	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Take part in short conversations using sentences and familiar vocabulary</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p> <p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>
Year 6	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories,</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Read and understand the main points and more specific details from</p>

	reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required).		relevant).	a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters)
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National Curriculum Language Skills Progression

	Year 3	Year 4	Year 5	Year 6
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters.
Writing	Write familiar words & short	Write some short phrases based	Write a paragraph using familiar	Write a piece of text using

	phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives	language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...') and also be able to describe clothes in terms of colour	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular

KS2 Grammar Map

-	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Revised Grammar</u>		<ul style="list-style-type: none"> · Understand better the concept of gender. · Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> · Understand better the concept of gender. · Have better knowledge and recall of 1st person singular of high frequency verbs. · Understand better the use of the possessive. · Understand better the concept of adjectives. · Understand better the use of the negative form. 	<ul style="list-style-type: none"> · Understand better the concept of gender. · Have better knowledge and recall of 1st person singular of high frequency verbs. · Understand better the use of the possessive. · Understand better the concept of adjectives. · Understand better the use of the negative form. · Conjunctions / Connectives. · Introduce the concept of whole regular verb conjugation.
<u>New Grammar</u>	<ul style="list-style-type: none"> · Understand better the concept of gender. · Have better knowledge and recall of 1st person singular of high frequency verbs. 	<ul style="list-style-type: none"> · Understand better the use of the possessive. · Understand better the concept of adjectives. · Understand better the use of the negative form. 	<ul style="list-style-type: none"> · Conjunctions / Connectives. · Introduce the concept of whole regular verb conjugation. 	<ul style="list-style-type: none"> · Opinions · Introduce the concept of whole irregular verb conjugation.

KS2 Vocabulary Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Yo Aprendo Espanol</p> <p>¡Hola! Hello ¿Cómo estás? How are you? Estoy bien I am fine Estoy mal I am not very well Más o menos (or así, así) So, so! ¡Adiós! Goodbye ¿Cómo te llamas? What is your name? Yo me llamo... My name is ... Numbers 1-10 Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez Colours Rojo Red Azul Blue Amarillo Yellow Verde Green Negr Black Gris Grey Naranja Orange Violeta Purple Marron Brown</p>	<p>Los Animales</p> <p>Los Animales - The animals Un mono - A monkey Un "A" (masculine) Un cerdo - A pig Una "A" (feminine) Un canario - A canary Un león - A lion Un ratón - A mouse Un pájaro - A bird Una vaca - A cow Un conejo - A rabbit Una oveja - A sheep Un caballo - A horse Soy...- I am...</p>	<p>Los instrumentos</p> <p>El "The" (masculine) El clarinete The clarinet La "The" (feminine) El arpa The harp Los "The" (masculine plural) El piano The piano Las "The" (feminine plural) El triángulo The triangle La trompeta The trumpet El violín The violin La batería The drums Los címbalos The cymbals La guitarra The guitar Toco... I play... La flauta The flute</p>	<p>Fruits</p> <p>Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like... No me gustan... I do not like...</p>	<p>Puedo</p> <p>Bailar To dance Comer To eat Cantar To sing Beber To drink Cocinar To cook Ver la tele To watch TV Saltar To jump Escribir To write Hablar To talk Puedo... I am able to... Escuchar To listen</p>	<p>La Caperucita Roja</p> <p>Caperucita Roja Little Red Riding Hood La casa The house La cabeza The head La abuela The grandmother (formal) La boca The mouth La abuelita The granny (familiar) El lobo The wolf El cazador The woodcutter El bosque The forest Los padres The parents Unos pasteles Some cakes La cabeza The head (formal) La boca The mouth La nariz The nose Los ojos The eyes Los pies The feet Las orejas The ears Las rodillas The knees El hombro The shoulder</p>

	Grammar	Nouns, gender, articles/determiners and verbs.	Nouns, definite articles/determiners and high frequency verb 'tocar' in first person singular only.	Nouns, gender, articles/determiners and plural form.	Modal verb plus infinitive.	Definite & indefinite articles/determiners.
Year 4	<p>Me Presento</p> <p>¡Hola! Hello ¿Cómo estás? How are you? Estoy bien I am fine Estoy mal I am not very well Más o menos (or así, así) So, so! ¡Adiós! Goodbye ¿Cómo te llamas? What is your name? Yo me llamo... My name is ... ¿Cuántos años tienes? How old are you? Tengo.. I am... years old ¿Dónde vives? Where do you live? Vivo en.. I live in .. Soy...español(a), inglés(a) I am Spanish (a=female), I am English (a=female) Numbers 1-20 Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, dicinueve, veinte Colours Rojo Red Azul Blue Amarillo Yellow</p>	<p>La Familia</p> <p>La familia the family El padre/papa the father La madre/mama the mother El hermano the brother La hermana the sister Los abuelos the grandparents El abuelo the grandfather La abuela the grandmother El padrasto the step father La madrastra the step mother Mi primo/a my cousin Mi My ¿Tienes hermanos? Do you have any brothers or sisters? Sí, tengo un hermano Yes, I have a brother Sí, tengo una hermana Yes, I have a sister el tío the uncle La tia the aunt No, soy hijo único No, I am an only child (boy) No, soy hija única No, I am an only child (girl) ¿Cómo se llama tu [family member] ?</p>	<p>Classroom commands</p> <p>un libro a reading book ¿Qué tienes en tu estuche? What do you have in your pencil case? En mi estuche tengo... In my pencil case I have.. En mi estuche no tengo.. In my pencil case I do not have.. un cuaderno an exercise book un lápiz a pencil un bolígrafo a pen mi my (singular nouns) un sacapuntas a sharpener mis my (plural nouns) un estuche a pencil case y and una calculadora a calculator una regla a ruler una barra de pegamento a glue stick una goma a rubber una mochila a rucksack unas tijeras a pair of scissors tengo I have no tengo I do not have</p>	<p>Habitats</p> <p>Los Hábitats The habitats Los animales y las plantas necesitan.. The animals and the plants need Refugio Shelter Comida Food Aire Air Agua Water El camello The camel El conejo The rabbit El oso polar The polar bear El mono araña The spider monkey Sol Sun El tiburón The shark Vive (he/she/it) lives La selva tropical The tropical rain forest Viven (they) live El campo The meadow En In El océano The ocean La Groenlandia The Greenland El Amazonas The Amazonia El Ártico The Arctic El Sahara The Sahara El parque national South Downs The South Downs national park</p>	<p>Mi Casa</p> <p>¿ Dónde vives ? Where do you live? Vivo en... I live in... Una casa A house Un piso An apartment En la ciudad In the city En el campo In the countryside En la montaña In the mountains En la costa By the sea En un pueblo In a village y and pero but En mi casa hay... In my home there is... / there are... En mi casa no hay...In my home there is not... / there are no Una cocina A kitchen Un comedor A dining room Un cuarto de baño A bathroom Un dormitorio A bedroom Un lavadero A utility room Un sótano A basement Un despacho An office / a study Un salón A living room Un garaje A garage</p>	<p>Consolidation</p>

	Verde Green Negr Black Gris Grey Naranja Orange Violeta Purple Marron Brown	What is your [family member]'s name ¿Cuántos años tiene___? How old is___? Tiene ___ años. He/she is ___ years old.		El Océano Pacifico The Pacific Ocean Las algas The seaweed El desierto The desert Los árboles altos The tall trees Los arbustos The bushes ...es un hábitat en... ..is a habitat in... Los cactus The cactus Las plantas resistentes The hardy plants Crece (He/she/it) grows Crecen (They) grow	Un jardín A garden	
	Grammar Adjectival agreement	Nouns, articles/determiners & possessive adjectives.	Nouns, gender, articles/determiners & use of the negative	Verbs. Exploring the 3rd person conjugation of the verb CRECER and VIVIR	Indefinite articles, negative & high frequency verbs	
Year 5	Que fecha es hoy? Hoy es...Today is... La fecha es...The date is... Lunes Monday Martes Tuesday Miercoles Wednesday Jueves Thursday Viernes Friday Sabado Saturday Domingo Sunday Enero January Febrero February Marzo March Abril April Mayo May Junio June Julio July Agosto August Septiembre September Octubre October	Tienes una mascot? Tengo I have No tengo I do not have Tengo un I have a (masculine) Tengo una I have a (feminine) Que se llama...That is called Y And Pero But Un perro A dog Un gato A cat Un conejo A rabbit Un hámster A hamster Un pezA fish Un ratón A mouse Una cotorra A parrot / parakeet Una tortuga A tortoise	El Tiempo ¿ Qué tiempo hace ? What weather is it? Está lloviendo It is raining Está nevando It is snowing Hay tormenta There is a storm Hace sol It is sunny Hace mucho viento It is windy Hace buen tiempo The weather is fine Hace mal tiempo The weather is not good El clima The weather Hace frío It is cold Hace calor It is hot En el norte de España In the north of Spain	La Ropa La ropa The clothes Una camisa A shirt Unos pantalones A pair of trousers Una gorra A cap Un traje de baño Swim wear Unos guantes A pair of gloves Un suéter A jumper Unas botas Boots Una camiseta A tee shirt Unas medias Socks / tights Un abrigo A coat Unas sandalias Sandals Unas gafas Sunglasses	Desayuno en el café Desayuno En El Café Breakfast in the café ¿Qué quieres? What would you like? Quiero... I would like... Por favor Please Cereales Cereal Pan Bread La mermelada Jam Un zumo A juice Un bizcocho Sponge cake Un trozo de tortilla A piece of tortilla Un café A black coffee De churros Spanish doughnuts Un café con leche A white coffee	Ricitos de oro y los res osos Ricitos de oro Goldilocks Papa oso Father Bear Mama osa Mother Bear Bebe oso Baby bear Una casa A house Un bosque A forest/small wood El tazon grande/mediano,peque no – The big/medium/small bowl La silla grande/mediano,peque no – The big/medium/small chair La cama grande/mediano,peque no

	<p>Noviembre November Diciembre December Que fecha es hoy? What date is it today? Numbers 0-31</p>		<p>En el sur de España In the south of Spain En el centro de España In the centre of Spain En el oeste de España In the west of Spain En el este de España In the east of Spain</p>	<p>Una blusa A blouse Unos pantalones cortos A pair of shorts Una corbata A tie Unos zapatos A pair of shoes Una bufanda A scarf Unos calcetines A pair of socks Una falda A skirt Una chaqueta A jacket</p>	<p>Un té A tea Patatas fritas Chips Un té con leche A tea with milk Un sándwich A sandwich Un chocolate caliente A hot chocolate Una coca-cola A coke Un croissant A croissant Una limonada con gas A fizzy lemonade La mantequilla Butter La cuenta por favor The bill please</p>	<p>no – The big/medium/small bed Dulce Sweet Salado Salty Alta Tall/Hard Baja Short Dura Hard Suave Soft Muy very</p>
	<p>Grammar Ordinal and Cardinal Numbers</p>	<p>Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Indefinite articles/determiners un and una</p>	<p>Use of hay & hace with weather phrases. Question and exclamation marks in Spanish</p>	<p>Verbs, possessive adjectives, gender, definite/indefinite articles & adjectival agreement.</p>	<p>Nouns, indefinite articles/determiners & plurality</p>	
<p>Year 6</p>	<p>En el colegio En el colegio At school ¿ Qué te gusta ? What do you like? Aburrido Boring El español Spanish ¿ Te gusta... ? Do you like...? (singular) Difícil Difficult El inglés English ¿ Te gustan... ? Do you like...? (plural) Útil Useful El arte Art Me gusta... I like... (singular) Interesante Interesting</p>	<p>Verbos regulares Yo, Tu, El, Ella, Nosotros, Vosotros, Ellos/Ellas I You He She We You (plural) They(male/female) Verbs in different forms dependent on pronouns Comer – To eat Beber – To drink Hablar – To talk Vivir – To live</p>	<p>El fin de semana El Fin De Semana The weekend ¿Qué hora es? What time is it? Es mediodía It is midday Es medianoche It is midnight Y cuarto Quarter past Y media Half past Menos cuarto Quarter to Es la una It is one o'clock Son las dos It is two o'clock Son las tres It is three</p>	<p>Yo en el mundo Me llamo... I am called... Vivo en... I live... Hablo... I speak... Hablo español. I speak Spanish Hablo inglés. I speak English. ¡Hasta luego! See you later! / See you soon! Besos Kisses Es una fiesta muy tradicional y religiosa. It is a very traditional and religious festival. Porque... because... Es una fiesta en honor a los muertos.</p>	<p>La comida sana La comida sana Healthy eating/lifestyle Leche desnatada Skimmed milk Galletas Biscuits Pan integral Wholemeal bread Agua Water Cereales Cereal Fruta Fruit Nueces Nuts Carne roja Red meat Vegetales Vegetables Pan blanco White bread Chocolate Chocolate Mantequilla Butter</p>	<p>Consolidation of UKS2</p>

	<p>La educación física P.E. Me gustan... I like... (plural) Divertido Fun La música Music Me encanta... I love... (singular) Fácil Easy La geografía Geography Me encantan... I love... (plural) Inútil Pointless La historia History No me gusta... I do not like... (singular) Porque Because Las matemáticas Maths No me gustan... I do not like... (plural) Es It is Las ciencias Science Odio I hate... Porque es... Because it is... La informática ICT Sí, me gusta... Yes, I like... (singular) Porque son... Because they are</p>		<p>Son las cuatro It is four o'clock Son las cinco It is five o'clock Son las seis It is six o'clock Son las siete It is seven o'clock Son las ocho It is eight o'clock Son las nueve It is nine o'clock Son las diez It is ten o'clock Son las once It is eleven o'clock Son las doce It is twelve o'clock Me levanto I get up Desayuno I have my breakfast Veo la tele I watch television Leo I read Escucho música I listen to music Juego con videojuegos I play computer games Juego al fútbol I play football Voy a la piscina I go to the swimming pool Voy al cine I go to the cinema Voy a dormir I go to sleep Y And Después After También Also Más tarde Later on Finalmente Finally</p>	<p>It is a festival in honour of the dead. Es una fiesta muy alegre. It is a very happy / cheerful festival. Es una fiesta muy colorida. It is a very colourful festival. Mi fiesta preferida es El Carnaval. My favourite festival is Carnival. Mi fiesta preferida es La Semana Santa. My favourite festival is Holy Week (Easter). Mi fiesta preferida es El Día De Los Muertos. My favourite festival is the Day of the Dead. Mi fiesta preferida es Las Fiestas Patrias. My favourite festival is the National Holidays. Mi fiesta preferida es El Eid. My favourite festival is Eid Mi fiesta preferida es El Diwali. My favourite festival is Diwali. Mi fiesta preferida es La Navidad My favourite festival is Christmas ¿Qué vas a hacer para ayudar a salvar el planeta? What are you going to do to help save the planet? Voy a utilizar menos papel. I am going to use less paper. Voy a utilizar menos cartón. I am going to use less cardboard.</p>	<p>Pescado Fish Caramelos Sweets Pollo Chicken Patatas fritas Chips Queso Cheese Bebidas con gas Fizzy drinks Comer To eat Beber To drink Como I eat Bebo I drink Hago natación I go swimming Juego al baloncesto I play basketball Paseo a mi perro I walk my dog Monto en bicicleta I go cycling Hago judo I do judo Juego al tenis I play tennis No veo la tele I do not watch television No juego con juegos electrónicos I do not play electronic games Bueno para la salud Good for (your) health Malo para la salud Bad for (your) health Para tener una buena salud.. To stay in shape I... Para tener una buena salud como.. To stay in good health I eat... Para tener una buena salud bebo.. To stay in good health I drink.. Para tener una buena salud no como.. To stay in good health I don't eat.. Para tener una buena</p>	
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				<p>Voy a utilizar menos plástico. I am going to use less plastic.</p> <p>. Voy a utilizar menos agua. I am going to use less water.</p>	<p>salud no bebo.. To stay in good health I don't drink..</p> <p>Una receta A recipe</p> <p>¡Cortar! Cut</p> <p>¡Añadir! Add</p> <p>¡Mezclar! Mix</p> <p>¡Rallar! Grate</p> <p>¡Cocinar! Cook</p>	
		Regular verbs –er, -ir and –ar endings	Verbs, conjunctions and opinions. Revision & consolidation of of first person singular high frequency verbs such as voy and juego	Verbs & near future tense. Revisiting the 1st person conjugation of the verb ir (to go) voy with the infinitive utilizar (to use) for the near future	First person singular conjugation of high frequency verbs, use of the negative & imperative instructions	